
SUBSTITUTE HOUSE BILL 2809

State of Washington

60th Legislature

2008 Regular Session

By House Education (originally sponsored by Representatives Sullivan, Haler, Kelley, and Ormsby)

READ FIRST TIME 01/29/08.

1 AN ACT Relating to mathematics and science teachers; and creating
2 new sections.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 NEW SECTION. **Sec. 1.** The legislature finds that:

5 (1) Mathematics and science education are critical to the future
6 prosperity of the state and its citizens;

7 (2) The need for quality mathematics and science instruction is
8 significant and growing. Forty-six percent of Washington students who
9 enroll in community or technical colleges immediately after high school
10 require mathematics remediation before they can begin work toward a
11 degree or certificate. High school graduation requirements in
12 mathematics and science will be increasing;

13 (3) Significant vacancies exist for qualified mathematics and
14 science teachers in Washington's K-12 school system. Competition for
15 mathematics and science teachers is increasing and many who are now
16 teaching in these subject areas have not been appropriately certified
17 or received adequate preparation; and

18 (4) Immediate action is needed to improve mathematics and science

1 instruction and to help fill mathematics and science teaching
2 vacancies. The state must improve, unify, and accelerate recruitment
3 and preparation programs for mathematics and science teachers.

4 NEW SECTION. **Sec. 2.** (1) By September 15, 2008, the professional
5 educator standards board shall submit a report with recommendations for
6 strengthening the state's corps of K-12 mathematics and science
7 teachers to the governor, the superintendent of public instruction, and
8 the education committees of the legislature. The report shall:

9 (a) Quantify demand by detailing the number of K-12 mathematics and
10 science teachers needed statewide and regionally by the 2010-11 school
11 year. This analysis shall include the number of teachers, by district,
12 assigned to teach mathematics and science both with and without
13 appropriate certification in those subjects and the number of
14 mathematics and science teaching vacancies needing to be filled, by
15 district;

16 (b) Specify how demand will be met by the 2010-11 school year,
17 including:

18 (i) The impact of state-funded recruitment programs such as the
19 pipeline for paraeducators conditional scholarship, retooling to teach
20 mathematics and science conditional scholarship, alternative routes
21 conditional scholarship, future teachers conditional scholarship, and
22 the recruiting Washington teachers program;

23 (ii) How alternative route certification programs can be
24 streamlined and accelerated, based on best practices in other states,
25 to enable mid-career professionals with mathematics and science
26 expertise to become certified as K-12 teachers; and

27 (iii) Financial incentives, based on best practices in other
28 states, that can be used to hire, support, and retain mathematics and
29 science teachers in a competitive marketplace; and

30 (c) Specify strategies for improving retention of mathematics and
31 science teachers and increasing their classroom effectiveness,
32 including:

33 (i) Outlining how to improve the induction of new mathematics and
34 science teachers using a multiyear approach, mandatory participation by
35 all school districts, orientation and training sessions before the
36 start of the school year, highly skilled mentors, and ongoing
37 professional development for new teachers and mentors; and

1 (ii) Identifying strategies, based on best practices, to improve
2 the rigor and productivity of state-funded mathematics and science
3 teacher preparation programs.

4 (2) The board's analysis and recommendations shall take into
5 account increased K-12 graduation requirements from the state board of
6 education and opportunities provided by the revised mathematics and
7 science standards and recommended curricula. The board shall seek
8 assistance from the Washington center for strengthening the teaching
9 profession and other educational organizations and stakeholder groups
10 in preparing the report and recommendations and consider the possible
11 role of a public-private partnership in helping to meet the demand for
12 mathematics and science teachers and in improving the quality of
13 instruction in these subject areas.

14 (3) The professional educator standards board shall also conduct a
15 study of differential pay for teachers in high-demand subject areas
16 such as mathematics and science. The study shall examine the design,
17 successes, and limitations of differential pay programs in other
18 states. The board may collaborate with the Washington state institute
19 for public policy in conducting the differential pay study or may
20 contract with a third party to conduct the study. The board shall
21 provide a report of its findings and recommendations to the governor,
22 the superintendent of public instruction, the education committees of
23 the legislature, and the basic education finance task force by
24 September 1, 2008.

25 NEW SECTION. **Sec. 3.** The professional educator standards board
26 shall act as the lead agency to convene the various organizations and
27 stakeholders that administer programs that include educator recruitment
28 efforts and shall develop a collaborative statewide plan for educator
29 recruitment by September 15, 2008.

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